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ABSTRACT

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for primary and intermediate educable mentally handicapped children. Focused on are 16 concepts of career development such as the interrelationship of education and work and individual responsibility for career planning. In addition, 12 persisting life situations such as learning to communicate ideas and learning to earn a living are cross referenced with the 16 career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the primary level for the concept of understanding and accepting self are maintaining a daily health chart (health) and setting up a grocery store in class (social studies). Evaluation procedures given for the self understanding concept include labeling basic parts of the skeleton and exhibiting understanding of the function of major body organs. (For related curriculum guide at the secondary level see EC 052 549). (DB)

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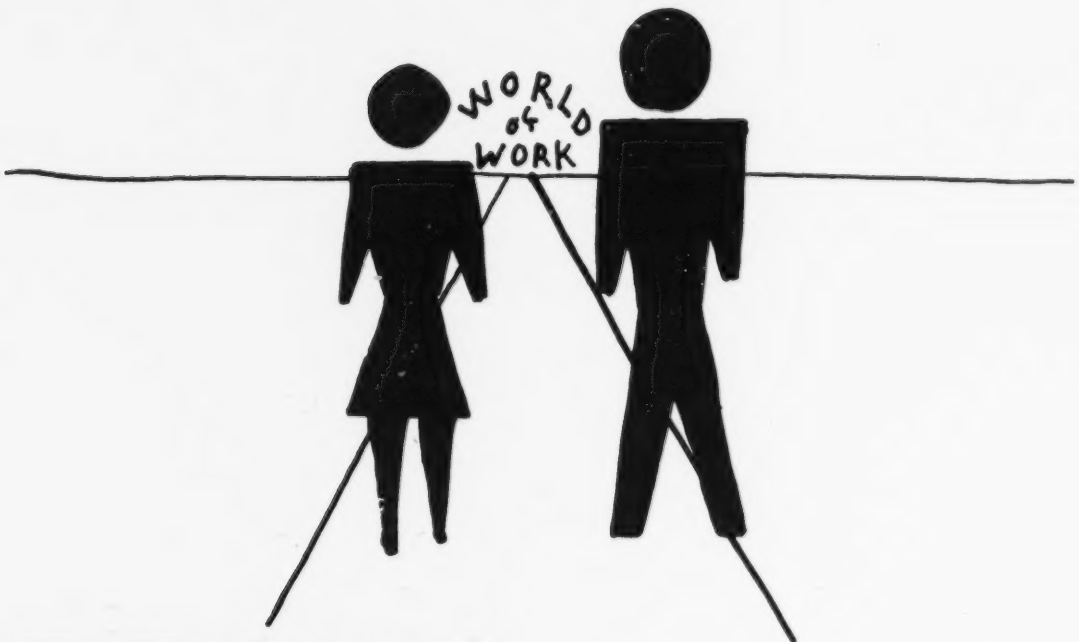
CAREER DEVELOPMENT



SPECIAL EDUCATION

Primary/Intermediate Edition
K-6

EC052548

Eau Claire, Wisconsin
1973

CAREER DEVELOPMENT - SPECIAL EDUCATION

A guide for the integration of career education concepts into the existing special education curriculum, K-12, developed by a team of special education administrators and teachers and the career education team from the Eau Claire Joint School District No. 5.

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VOLUME I: PRIMARY/INTERMEDIATE

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PREFACE

Career Education is not a new concept or practice in the Eau Claire Area Schools. For many years special education classes, as well as regular school programs, have addressed themselves to many of the basic principles included in this Career Education Curriculum Guide. This guide, however, does represent a new thrust to implement an effective career education program for the special education students in this district. A similar commitment is being made for all Eau Claire Area School District students. Needless to say, this thrust is in harmony with the educational philosophy of this school district.

Dr. Marvin G. Lansing
Superintendent of Schools
Eau Claire Area School System

FOREWORD

This guide was developed through the combined efforts of the Eau Claire Joint School District's special education department, career education team, and the State of Wisconsin, Department of Public Instruction's Division for Handicapped Children. Its foundations were established on occasion of a career education workshop, summer, 1972, and took final form in a special holiday workshop, December, 1972.

Written by teachers of the mentally retarded, this guide is designed to provide teaching units and activities which will allow for integration of career education concepts into the curriculum presently used for teaching mentally retarded children, kindergarten through grade twelve.

Proposed activities in this guide revolve around the sixteen concepts of career development found in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum and the Twelve Persisting Life Situations found in EMR Curriculum, A Persisting Life Needs Approach.[1]

For convenient reference, each section of this two volume guide lists the sixteen concepts of career development on a separate page, followed by a page which cross references the sixteen career concepts pertinent to that section of the guide with the twelve persisting life situations.

Cognizant of the fact that this is a guide, the authors envision that the suggested activities will be expanded, edited, and/or revised by teachers to meet specific classroom situations and student needs.

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[1]This guide is an excellent companion publication to the following sources: Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum; EMR Curriculum, A Persisting Life Needs Approach, Bulletin No. 058-70; Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded, Bulletin No. 060-70; and Learning to Earn A Living, Bulletin No. 2484, all available through the Wisconsin Department of Public Instruction and/or the Division for Handicapped Children, 126 Langdon Street, Madison, Wisconsin, 53702.

SIXTEEN CONCEPTS OF CAREER DEVELOPMENT

Concept 1	An understanding and acceptance of self is important throughout life.
Concept 2	Persons need to be recognized as having dignity and worth.
Concept 3	Occupations exist for a purpose.
Concept 4	There is a wide variety of careers which may be classified in several ways.
Concept 5	Work means different things to different people.
Concept 6	Education and work are interrelated.
Concept 7	Individuals differ in their interests, abilities, attitudes and values.
Concept 8	Occupational supply and demand has an impact on career planning.
Concept 9	Job specialization creates interdependency.
Concept 10	Environment and individual potential interact to influence career development.
Concept 11	Occupations and life styles are interrelated.
Concept 12	Individuals can learn to perform adequately in a variety of occupations.
Concept 13	Career development requires a continuous and sequential series of choices.
Concept 14	Various groups and institutions influence the nature and structure of work.
Concept 15	Individuals are responsible for their career planning.
Concept 16	Job characteristics and individuals must be flexible in a changing society.

CAREER CONCEPTS/PERSISTING LIFE SITUATIONS

A Cross Reference

Proposed activities in the primary section (K-3) of this guide are centered around the first seven of the sixteen concepts. Following is listed each of the twelve persisting life situations and the career concepts which are correlated with each within the guide.

P.L.S. #1 - Learning to Communicate Ideas
Career Concept: 4.

P.L.S. #2 - Learning to Understand One's Self and To Get Along With Others
Career Concepts: 1, 2, 7.

P.L.S. #3 - Learning to Travel and Move About
Career Concept: 4.

P.L.S. #4 - Learning to Handle and Adjust to One's Social, Technological and Physical Environment
Career Concepts: 2, 3, 6.

P.L.S. #5 - Learning to Keep Healthy
Career Concepts: 1, 4.

P.L.S. #6 - Learning to Live Safely
Career Concepts: 2, 4.

P.L.S. #7 - Learning to Earn a Living
Career Concepts: 3, 4, 5.

P.L.S. #8 - Learning Homemaking
(Not correlated with a career concept within this grade.)

P.L.S. #9 - Learning to Manage One's Money
Career Concept: 3.

P.L.S. #10 - Learning Wise Use of Leisure Time
Career Concept: 7.

P.L.S. #11 - Learning to Appreciate and Enjoy Beauty
Career Concept: 7.

P.L.S. #12 - Learning to Be a Responsible Citizen
Career Concept: 2.

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CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 1: An understanding and acceptance of self is important throughout life. P.L.S. #2: Learning to Understand One's Self and Get Along With Others P.L.S. #5: Learning to Keep Healthy	The student should... understand his/her physical self as a human being, considering: Who am I? What is mine? What are my basic body parts, and what do they do for me?	The student could... Social Studies: develop an awareness of self by: helping construct a bulletin board with pictures of each child. tracing body on large sheets of paper. Discuss and color different body parts. Examples: black hair, blue eyes, etc. putting up the above body pictures and comparing similarities and differences. tracing hands and feet. making up guessing games about body parts. showing film or filmstrips on body parts. Homemaking: make sugar cookies by using hands as pattern. Bake hand cookies. Physical Education: explore body parts and how they function. Example: walk, run, hop, skip, jump. explore bodies placed in space through use of balance beams, obstacle courses, etc. Art: make clay models of self; make simple hand puppets, paper silhouettes, pipe-cleaner figures, etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Number Concepts:

count toes, fingers, arms, legs, eyes, etc.

take measurements to determine height and weight.

discuss meaning of words like tall, short, big, small, heavy, light, etc.

use ribbon or string to measure height and waist and hang on bulletin board to compare.

Health:

using a large tagboard body, disassemble body parts and put back together. Name body parts.

play with body puzzles, facial feature puzzles, and take-apart pictures.

listen to records and songs which identify body parts.

Reading Readiness:

work with word cards with names of body parts and tape on back. (Use one child in class for each word card in labeling parts of the body.)

collect and label photographed pictures of body parts from magazines.

collect pictures of different people in magazines and label similarities and differences.

TOPIC-LEARNING ACTIVITIES

The student could...

Self-Help Skills:

make felt men that can be buttoned or snapped together. Snap on arms, hands, legs, feet, neck, and head.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Tape measure Scale Body Part Puzzles Murals - Who Am I? - punch out William H. Sadlier: Who Am I? 1. Story Cards 2. Costumes 3. Record 4. Leaflet, Who Am I? 5. Leaflet, Family Comm. DUSO Kit - American Guidance Series Books: Your Face Is a Picture, Rosenberg Your Skin and Mine, Showers Dumb Stupid David, Aldis Dog Who Thought He Was a Boy, Annett One in the Middle Is A Green Kangaroo, Blume Grandfather and I, Buckley Will I Have a Friend?, Cohen Impossible Possum, Cangard Are You My Mother?, Eastman Corduroy, Freeman Happy Birthday to You!, Geisel Alexander and the Wind-Up Mouse, Lionni Fish is Fish, Lionni How Do I Feel?, Simon Filmstrips: SVE/Singer "Learning to Be Your Best" SVE/Singer "Robert and His Family at Home" SVE/Singer "Family Members Work"	The student should... identify and locate parts of the body. demonstrate the use of different body parts. recognize and name the physical similarities and differences among classmates. count parts of the body and understand the concept of "how many". compare terms of measurement such as tall, short, light, heavy, etc. match labels and body parts.	Teacher Observation. Student should be able to assemble basic body parts puzzle and locate body parts when named: legs, knees, ankles, feet, waist, hips, front hair, eyes, eyebrow, ears, nose, mouth, back, shoulders neck, arms, elbow, wrist, hand, fingers, sides Other teacher-suggested methods of evaluation.

CONCEPTS	OBJECTIVES	TOPIC LEARNING ACTIVITIES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... understand reasons for caring for physical self.	The student could... Health: display and discuss pictures of children washing and bathing. Discuss why we need to keep our bodies clean. view film or filmstrip on health and grooming. brush teeth after lunch. cut out and color picture of boy's face and girl's face. Trace around child's hand and cut out. Staple facial tissue between the paper face and hand. Discuss why we cover our mouth and nose when we cough or sneeze. maintain daily health chart to record home grooming activities. view pictures of children dressed for various kinds of weather. dress manikin in different types of clothing appropriate to different kinds of weather. list clean-up activities. draw pictures of good and bad health habits. view pictures of children with well-groomed appearance. help construct chart of basic food groups and discuss which foods are healthy.

TOPIC-LEARNING ACTIVITIES

The student could...

Health: (continued)

plan meals containing the four basic food groups.

learn the need for rest periods and how to use them.

listen to school nurse speak about good health habits.

Social Studies:

discuss roles of people in community and how they help keep us healthy: doctor, dentist, nurse, farmer, garbage collector, etc.

set up grocery store in class. Decide foods that go into store and where they belong.

take field trips to grocery stores, dentist or doctor office, etc.

Homemaking:

take some of the foods from different food groups and prepare in class. Examples: toast, jello, pudding, salads, etc.

Physical Education:

discuss why exercise is good and helps keep the body fit. Set up program for daily exercise.

Art:

draw pictures of good and bad health habits.

view pictures of community helpers doing their jobs.

TOPIC-LEARNING ACTIVITIES

The student could...

Number Concepts or Readiness:

discuss schedules for meals, playtime, and bed.

count number of foods, class members, spaces on health chart, and bottles of milk.

discuss and label food prices of items in grocery store.

buy foods and add up cost when using classroom store.

Reading Readiness:

write and read names and items used for grooming, names of foods, and rules for health habits.

write experience stories on any field trips or guest speakers in classroom.

write and illustrate a personal health book.

Self-Help Skills:

demonstrate self-help skills including brushing teeth, combing and brushing hair, washing body, polishing shoes, dressing, and using toilet facilities properly and washing hands after use.

practice good eating habits and table manners.

learn how to set the table.

learn how to wash and dry dishes.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Health posters. Toothbrushes and paste. Cash register Food containers Shoe polish Combs Peabody Kits: Pictures of community Helper Manikin to dress Food models Films and Filmstrips: "Some Neighborhood Helpers" Eyegate "What Do Fathers Do?" Churchill "Robert Goes Shopping" Singer/SVE "Living On A Farm" 5A-15 "Let's Go and Learn on a Farm" 4A-28 "School Helpers" F-25 Pictures - Story Study Prints: "Supermarket Helpers" Set SP-123/Singer Books: Betsy-Back-In-Bed, Udry Try Again, Sam, Viorst Safety When You Walk, Viorst Really Eager and Glorious Watermelon Contest, Chenery Little Knight, Hoff I Want To Be a Farmer, Greene	The student should... show ways to keep the body clean. demonstrate how to properly brush teeth. dress appropriately according to various kinds of weather. discriminate between good and bad health habits. plan good meals. be aware of professional people in the community and how they keep us healthy. understand what a schedule is. recognize names and items used for grooming. independently perform necessary self-help skills related to good grooming. demonstrate proper methods for keeping the body clean. dress a manikin to show proper ways to dress for different types of weather. identify pictures of people in the community who keep us healthy.	Teacher Observation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 2: Persons need to be recognized as having dignity and worth. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #6: Learning to live safely. P.L.S. #12: Learning to be a responsible citizen.	The student should... A. develop an understanding of the importance of the role an individual plays at home.	The student could... A. Home and Family Social Studies: discuss "Who Is My Family?" and consider duties, privileges and activities of each family member. observe flannel board family figures and discuss how they contribute to the family unit. make charts listing what mother does to help other family members. Do the same for father and other family members. explain own role in the hom and how it helps others. view films or filmstrips related to the role of each individual in the home. read stories related to home life and family. bring photographs of self and family involved in different activities. Discuss pictures. discuss rules in the home and the need for rules. Language Arts: make a booklet, "All About Me and My Family". bring old clothes to class. Allow children to do dramatizations or role playing.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading Readiness:

write individual experience stories about own family and home life. Read stories to the class for discussion.

draw pictures of each family and label.

Number Readiness:

make construction paper chain. (One link for each member of family.) Count number of links; compare one child's link to another child's link. Compare terms longer, shorter, bigger, smaller, etc.

learn number and ages of family members.

learn number concept of older and younger.

learn birthdates and address.

Homemaking:

discuss personal responsibilities in the home.

make a "Helper's Chart", listing home duties and days of the week. Bring home and have mother fill out and return. Discuss how well the personal responsibilities are fulfilled in the home.

Self-Help Skills:

work on doing things for self and how it helps in the home.

learn tasks that can add to the individual's responsibilities in the home, i.e., picking up toys, etc.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Instructo "Family" flannel board set. Manikin for students to dress. Set of dishes and silverware. Old clothes and dolls. Toys. Peabody Kit. Dressing boards: zip, snap, tie, button. Film: "Let's Be Safe At Home" 416 Filmstrip: "Robert and His Family Series" (SVE) Singer Book: About Family Helpers, Hoffman	The student should... know who makes up his/her family unit and the duties, privileges, and activities of each member. realize the importance of his/her role in the family unit. recognize and read the names of each family member. count the number of members in his/her family and have a basic understanding of terms longer, shorter, bigger, smaller, etc. comprehend the number concept of older-younger. be aware of personal role or responsibilities in the home. Understand own importance as a member of the family unit. dress and toilet himself/herself. learn useful tasks such as picking up toys, setting the table, doing dishes, care of pets, and other responsibilities in the home.	Have students name members of his family unit. Other teacher-suggested methods of evaluation. Teacher observation. Have students describe the responsibilities of family members. Have parents fill in chart to indicate how children have fulfilled their responsibilities in their home. Have children bring charts to school and discuss.

CONCEPTS	OBJECTIVES	TOPIC LEARNING ACTIVITIES
Concept 2: Persons need to be recognized as having dignity and worth.	The student should... B. develop an understanding of the importance of the role an individual plays at school.	B. Schools The student could... Social Studies: discuss school roles of the student, the teacher, the principal, the librarian, the special teacher (speech, art, music, physical education), the custodian, and the cook. Discuss the importance of each. make a chart of the student's personal responsibilities in the school, on the bus, in the classroom, in the lunchroom, in the lavatory, and in the halls. discuss school safety, make signs and posters on school safety. view related films and filmstrips. Language Arts: bring clothes into classroom and have dramatizations or role playing of school personnel. tell stories or listen to stories about school responsibilities. observe flannel board representations of school personnel. Tell stories about roles of different individuals. Self-Help Skills: assume different classroom responsibilities. Examples: erase boards, get milk, pass out napkins, crackers, etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading Readiness:

write experience stories about different people in the school; illustrate, and display on the bulletin board. Read different stories.

make a booklet, "All About School".

Number Readiness:

number, ages of classmates.

learn use of clock to recognize important times of the day, i.e., bus, lunch, recess, special classes (art, music, phy. ed., speech), and dismissal.

study calendar to recognize days of the week and important dates, i.e., birthdays, etc.

understand and follow a time schedule.

count lunch money and milk tickets.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Old clothes appropriate to school personnel. Flannel board set - instructor - school. School safety posters. Clock. Calendar. Money and milk tickets. Films: 336 "Courtesy At School" 876 "Safety on the Playground" 443 "Beginning Responsibility" (Getting Ready For School) 235 "Beginning Responsibility" (Lunchroom Manners) 804 "Going to School Is Your Job" Filmstrips: 2C-16-20 "School Helpers Series" F-26 "Our Job In School" F-27 "School Courtesy" FP-119A "School Friends and Helpers" Books: Time, Waller I Want To Be A Teacher, Greene Miss Esta Maude's Secret, Cumming I Want to Be a Librarian, Greene My Golden Book of Manners, Parish	The student should... be aware of the importance of the different members of the school staff. know his/her duties, privileges, and responsibilities within the school. practice safety regulations in the school.	Have children name and identify pictures of different members of school staff. Observe student behavior in halls and during fire drills.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 2: Persons need to be recognized as having dignity and worth.	The student should... C. develop an understanding of the importance of the role an individual plays in the community and as a member of society.	C. Community The student could... Social Studies: discuss the meaning of the word "citizen". discuss the individual's role as a citizen along with community regulations. discuss the importance of obeying signs, i.e., road building and public transportation. discuss pollution and litter. participate in school grounds clean-up campaign. discuss the importance of avoiding dangerous actions. Examples: running in the street, throwing stones or other objects at people and cars, playing in dangerous areas, swimming without precautions, and bicycling carelessly. take field trips in the community. Emphasize important community locations, including business areas, shopping centers, parks and playgrounds. show slides of different locations within the community. Example: shopping centers, parks, police and fire stations, post office.

TOPIC-LEARNING ACTIVITIES

The student could...

Language Arts:

discuss meaning of traffic signs and follow directions given by police, etc.

play various roles, emphasizing safety.

make a collection of stories and pictures of accidents. Discuss how they could have been avoided.

Reading Readiness:

learn to read and recognize traffic signs and other words necessary to function in the community. Example: men, women, entrance, exit, etc.

label pictures of unsafe conditions.

write experience stories and illustrate the different areas of the community visited on the field trips.

compile the individual field trips into a booklet: The Community I Live In.

Self-Help Skills:

go downtown, walk around, and obey stop and go lights and other traffic signs.

simulate life-like situations in the classroom on safety measures, i.e., mark out an intersection and practice crossing the street.

set up a situation on the playground to practice bicycle and safety rules.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Safety poster. Bicycles. Sand Table. Slides of community. DLM - stand-up traffic signs. DLM - functional safety word cards. Films: 441 "Beginning Responsibility" (Learning to Follow) 236 "Beginning Responsibility" (Other People's Things) 237 "Beginning Responsibility" (Taking Care of Things) 136 "Bicycle Safety Rules" Books: Clean Streets, Clean Water, Clean Air, Chapin Little Knight, Hoff Come to the City, Tensen Stop, Stop, Hurd Sesame' Street Book of People and Things	The student should... understand what it means to be a good citizen and thus realize a personal role in the community. know community regulations and necessary safety rules in order to successfully function in the community. be aware of what the productive member of the community can do, such as in a clean-up litter campaign. learn to be responsible for personal actions. be familiar with the community and the different areas that make up the community.	Teacher observation. Have children identify different safety signs when named. List important locations within the community.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 2: Persons need to be recognized as having dignity and worth.	The student should... D. discover that people bring dignity and worth to their jobs.	D. Dignity in Work The student could... Social Studies: become a classroom helper by being responsible for tasks and quality of work done. listen to stories about community helpers and discuss why their jobs are important. evaluate own work occasionally and make suggestions on how it could be better and how it has improved over previous work. examine classmate's work and discuss the good points. display personal picture on a chart and have classmates take turns listing five good things.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Films: 646 "Let's Play Fair" 318 "Kindness to Others" 645 "People Are Alike and Different" Filmstrips: D-37 "We Plan Together" D-38 "We Work Together" Books: One In the Middle Is A Green Kangaroo, Blume My Friend and I, Stanek That's What Friends Are For, Heide Will I Have a Friend?, Cohen A Friend Is Someone Who Likes You, Anglund Hating Book, Nolotow Two Is a Team, Beim New Boy on the Sidewalk, Craig Who Will be My Friends?, Hoff New Friends, Nolotow Speckles Goes to School, Berquist	The student should... develop a pride in the task done. gain respect for others. recognize the need and worth of other occupations.	Teacher observation of student attitudes and behaviors. Student evaluation of own work.

CONCEPT	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 3: Occupations exist for a purpose. P.L.S.#7: Learning to Earn A Living P.L.S.#9: Learning to Manage One's Money	The student should... recognize that occupations exist to help meet personal, physical, and social needs.	The student could... Social Studies: discuss the word "work" and what it involves. discuss family workers and what they do. bring snapshots to school showing different family members at work. Identify and discuss. tell the class what his/her parents do and invite some parents to come to school and talk about their jobs and why these jobs are important. view films or filmstrips related to family members working. read stories and show pictures related to ways in which family members work. make a list of physical and social needs under the following headings: food, clothing, housing, recreation discuss jobs children do in the home and whether they receive an allowance. Discuss how children use their allowances, i.e., savings, candy, recreation, toys, etc. discuss work that children do and enjoy at home and at school. Example: using the vacuum cleaner, washing the bike, getting milk, or taking messages to other teachers. discuss how people sometimes find jobs that they enjoy.

TOPIC-LEARNING ACTIVITIES

The student could...

Number Readiness:

learn to recognize different coins.

discuss amounts paid in allowance and ways it can be used. Examples: candy prices, toys, theatre tickets, etc.

Reading Readiness:

write a story and illustrate on "What father/mother do at work".

make a list of jobs the child does to help at home.

find pictures of family members doing different types of work and label each picture.

Language Arts:

bring in clothes of different occupations. Role play that job.

play work-guessing games.

Art:

make banks to save money in.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Eyegate Enclosure #11 - TW 400 "My Mother Has a Job" Films and Filmstrips: Churchill Films - "What Do Fathers Do?" SVE-Children's Classics 122-3 "The Little Red Hen and the Grain of Wheat" SVE-Children's Classics 107-2 "The Three Little Pigs" SVE-Primary Social Studies, Group I - 207-1 "Families Have Fun" 207-2 "Family Members Work" 5A-18 "Our Food and Clothing" 3H-33 "Janet Helps Mother" 3G-31 "Helping Mother" 5A-21 "Working in Our Community" Study Print: Set S.P.-125 "A Family At Work and Play" Books: Read books written about any occupations held by fathers or mothers. Bear's Picnic, Berenstain Big Honey Hunt, " Nothing To Do, Hoban Papa Small, Lenski Mr. Apple's Family, McDevitt Sorely Trying Day, Hoban Quarreling Book, Nolotow Mr. Bumba Keeps House, Harwood Peter's Chair, Keats Debbie and Her Family, Lenski Friday Night Is Papa Night, Sonneborn Seven in a Bed, Sonneborn	The student should... understand what it means for parents to go to work. know what types of work family members do. become aware of some individual physical and social needs. know why he/she receives an allowance and ways in which the money is used. understand how some people find jobs doing work that they enjoy.	Teacher observation. Child should be able to name needs, both physical and social (food, clothing, housing, and recreation). Teacher suggestions for additional evaluation procedures. Each child should be able to describe the type of work done by his mother and father.

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #5: Learning to Keep Healthy P.L.S. #6: Learning to Live Safely	The student should... be aware of a variety of different occupations that exist within the community. Examples: A. Community Helpers Fire Fighters Police Officers Weather Predictors	A. Community Helpers The student could... Social Studies: display pictures of the fire fighter, police officer, and weather predictor. Discuss ways in which these community helpers protect us. view films, filmstrips and read related stories. take a field trip to fire station and/or the police station. observe weather outside and indicate on weather chart. Language Arts: take turns being weather reporter. Each morning report to the class about the weather. have a hat tree in the room with a hat of a police officer, fire fighter, soldier, and other community helpers. Wear the hats and do simple dramatizations or role playing. Science: make a rain gauge and measure amount of rain. make wind vanes, kites, etc. Study effects of rain. show pictures of different types of weather and identify.

TOPIC-LEARNING ACTIVITY
The student could...
Safety:
have fire fighter talk to class about fire prevention.
view film on fire prevention.
have fire drill.
Number Concepts:
put up calendar and study days of the week along with daily weather report.
Reading Readiness:
draw pictures of the police officer, fire fighter, and weather reporter, and write simple short stories about how they protect us.
after field trip, write experience story about the community helper.
take cassette recorder and poloroid camera on field trip. After the trip, arrange pictures in proper sequence and associate sounds on tape with the pictures. Example: fire alarm siren, use of different types of equipment, etc.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOME	EVALUATION PROCEDURE
Peabody Kit (Level P) Singer Picture Study Charts - Community Helpers Firemen and The Fire Station Cassette recorder. Poloroid camera. Filmstrips and Films: FP115A "Fire Dept. Helper" FP116A "Police Dept. Help." G11 "Policeman" G12 "Fireman 3G19 "Our Police Dept." 3G20 "Our Fire Dept." 709 "The Fireman" 780 "Helpful Little Fireman" Books: True Book of Policemen and Firemen, Miner Fire Snorkel Number 7, Barr You Visit the Fire Station, Police Station, Meshover	The student should... know how the police officer, fire fighter, and weather predictor help protect us. know the different types of weather and how to behave under different weather conditions. become familiar with fire prevention regulations.	Teacher observation. Be able to identify pictures of different types of weather. Be able to identify and name different community helpers and tell how they protect us.

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #1: Learning to Communicate Ideas. P.L.S. #7: Learning to Earn a Living.	The student should... be aware of a variety of different occupations that exist within the community: B. Communications - Mail Carrier News Reporter C. Food Jobs - Farmer Grocer	The student could... B. Communications and C. Food Social Studies: display picture of a mail carrier and discuss how he helps us. write letters or cards to mother. Go to Post Office, buy stamps and mail letters. (Do it so letters will be delivered on Saturday when children are at home.) discuss types of work farmers do. learn the names and the importance of animals found on the farm. take a field trip to a dairy farm or a grocery store. organize a farm with farm animals, tractors, etc., in the sand table. organize grocery store in classroom. Discuss different departments in the grocery store. Example: freezer section, meat department. Number Concepts: learn telephone number. learn to recognize different coins. use a play cash register in studying food prices.

TOPIC-LEARNING ACTIVITIES

The student could...

Language Arts:

use telephone company materials.

use tagboard frame and draw on dials. Use construction paper and illustrate favorite television show. Have children tell about their show.

go to T.V. station and appear on children's show.

set up post office in class and allow role play.

bring television into class. Discuss parts of the T.V. Become familiar with how to use the T.V. and the variety of types of programs.

Self-Help Skills:

learn how to use the telephone. Learn own telephone number, how to call police or fire station in case of an emergency.

discuss good table manners and how to behave when eating out.

Reading Readiness:

have food models and label.

find pictures for a scrapbook on farm animals and label.

TOPIC LEARNING ACTIVITIES

The student could...

Science:

plant seeds and watch them grow. Discuss how plants need water and sunshine.

take field trip to a farm and watch cows being milked.

discuss why foods are stored in different places. Example: what happens to popsicles if not kept in the freezer.

Homemaking:

make butter.

make ice cream.

make animal cut-out sugar cookies and frost.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURE
Singer Picture Study Chart - The Farm. Bell Telephone Co. Materials. Peabody Kit. Radio. Television. Seeds. Ice cream maker. Books: Telephones, Kohn Seeds & More Seeds, Selsam Mr. Zip & the U.S. Mail, Barr At the Post Office, Colonius Films and Filmstrips: G-13 "Mailman" 710 "The Mailman"	The student should... understand that there are many different kinds of jobs. observe how plants grow from seeds. understand that plants need water and sunshine to grow. begin to understand the workings of the postal system. become aware of the variety of uses of the radio and the television. learn how to use the telephone properly.	Have children name and identify animals found on the farm. Have children demonstrate how to properly use the telephone. Have children illustrate different types of television programs. Have children give their phone number.

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITY
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #3: Learning to Travel and Move About. P.L.S. #6: Learning to Live Safely.	The student should... be aware of a variety of different occupations that exist within the community. Example: D. Transportation - Train Conductor Airplane Pilot Bus Driver Boat Pilot	The student could... D. Transportation Social Studies: display pictures of different types of transportation and people associated. Example: pilot-airplane engineer-conductor-train sailor-boat discuss when we use different types of transportation. take a ride on a city bus and pay own fare. construct different forms of transportation out of cardboard boxes and chairs. view films and filmstrips related to transportation. draw pictures of different methods of traveling. Reading Readiness: cut out magazine pictures showing different forms of traveling and label. Number Readiness: count parts of vehicles - 2 wheels - bicycle 4 wheels - car 18 wheels - tractor-trailor discuss concept of - slow - slower fast - faster Self-Help Skills: learn to use different types of city transportation, such as a bus or taxi.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Singer Picture Study Chart - Airport Workers. Films and Filmstrips: G-14 "Bus Driver" 702 "City Bus Driver" 125 "The Passenger Train" Books: I Want to be a Bus Driver, Greene Big Book of Real Trains, Zaffo	The student should... be aware of the variety of different types of transportation. become familiar with different forms of city transportation. understand the concepts of faster-slower.	Have children identify different forms of transportation and when we use them. Have children list orally as many forms of transportation as possible. In gym have children run faster or slower on command.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 5: Work means different things to different people. P.L.S. #7: Learning to earn a living.	The student should... understand that there are different types of work and attitudes toward work. recognize that each person has an obligation as a responsible citizen to make a worthwhile contribution to the community.	The student could... fill in charts under the following headings: "Work we like to do", and "Work we do not like to do". identify different occupations from Peabody Kit People Cards. Discuss who would and would not like this job. Discuss good and bad points of each occupation. exchange stories with classmates concerning jobs that seem interesting and those which seem uninteresting. view film and filmstrips on different types of interesting occupations. play occupations game. Teacher instructions: Arrange picture from Peabody Kit occupation cards. Play musical accompaniment. When music stops, children sit down, name occupation they are sitting by. Continue and let children learn to identify several occupations.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Duso Kit. Peabody Kit. Who Am I?- Sadlier. Pictures of people working in different occupations. Filmstrips: 2H23 "Conduct and Behavior Series - Responsibility" D38 "We Work Together" Books: I Want to be a Beauty Operator, Baker I Want to be a Coal Miner, Greene I Want to be a Nurse, Greene I Want to be a Doctor, Greene	The student should... begin to understand that there are jobs we like and others we dislike. begin to compare the benefits and the disadvantages of different occupations. develop an awareness that each person as a responsible citizen has a significant part to play in determining his/her unique role in the work world.	Teacher observations. Have children draw a picture of something they like to do and something they don't like to do. Have children locate the appropriate Peabody Occupation when occupation is described.

Special Education
Primary Educables

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 6: Education and work are interrelated. P.L.S. #6: Learning to live safely.	The student should... become aware of essential habits, attitudes, and skills necessary to be a good worker. become aware that the more we learn, the better we are able to function in our environment.	The student could... Social Studies: discuss the advantages of going to school to staying at home. list reasons why we go to school. discuss the importance of a good personality. list ways of being friendly and what makes people like us. Examples: taking turns sharing. play group games involving taking turns. make popcorn and cold drinks and share. discuss why personal appearance is important. discuss the importance of a good character, i.e., honesty, courtesy, respectfulness, punctuality. list types of work children do. Discuss how they learned to do them. Also, list jobs that they can do when they get older and what they will have to learn. discuss rewards of a job well done, and recognize that all jobs are not rewarded with money. bring baby books to school. Discuss and show pictures of things he/she learned to do. discuss how we learn to work and different kinds of work.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading Readiness:

chart story on "Why We Go To School".

display words like honesty, courtesy, etc., on bulletin board, and illustrate the examples.

Health:

discuss and display proper care of teeth, hair, clothes, and body.

discuss how we get ready to go to school in the morning.

Number Readiness:

learn first, second, third, fourth, etc.

work on concepts of older, younger, bigger, smaller.

learn days of the week.

discuss spending an allowance and the value of money.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Dress up clothes. Peabody Kit - Who Am I, Sadlier. Filmstrips: "Adventures of the Lollipop Dragon" L106 - 1-6, "Developing Basic Values" 777 - 1-4, "Learning to Live With Others" F800 - 5-8, "Learning About Manners, F796 - 1-6. Record: "Helping Is a Good Thing" J1R-13 Film: 804 "Going to School Is Your Job" Books: Dumb Stupid David, Aldis Bear's Picnic, Berenstain Bear's Christmas " Big Honey Hunt " Bear's Vacation " Little Old Man Who Could Not Read, Black Grandfather and I, Buckley Best Loved Doll, Caudill Impossible Possum, Congord Lazy Tommy Pumpkinhead, DuBois Courduroy, Freeman George the Gentle Giant, Holl Alexander and the Wind, Levnni Sylvester and the Magic Pebble, Steig	The student should... learn the relationship between personal appearance and what others think of us. realize the importance of going to school. think about how to be friendly and have others like us. consider the importance of developing a good character. see how education and occupations are interrelated.	Teacher observation. Students should be able to list ways to have others like them. Children should be able to give an example of each of the following characteristics honesty, courtesy, respect, punctuality, sharing, etc. Other teacher suggested methods of evaluation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 7: Individuals differ in their attitudes, interests, abilities, and values. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #10: Learning wise use of leisure time. P.L.S. #11: Learning to appreciate, create, and enjoy beauty.	The student should... begin to differentiate oneself from others by describing personal differences and resemblances. become aware of the various ways individuals differ. Examples: interests, abilities, attitudes, values, and aptitudes.	The student could... Social Studies: compare pictures of classmates and discuss similarities and differences. make lists under the following headings: "We are the same", and "We are different" make lists under the following headings: "We can do well", "We can't do well", We like to do", "We could like to". make a mural showing things he/she can and can't do. learn nursery rhymes and fables emphasizing assets and liabilities. report to class about a favorite TV show. Discuss how some like different shows and some the same shows. draw and show a picture of what he/she would most like to do based on personal interest. look at a catalog and cut out pictures of personally interesting things. Look at different preferences. Language Arts: discuss what he/she likes to do and can do well at home and at school. Compare with classmates.

TOPIC-LEARNING ACTIVITIES

Reading Readiness:

read these stories -
Ugly Duckling
Crooked Cat
Little Engine That Could

make pictures and booklet
of what he/she likes to
do at school, home, and
at play.

Number Readiness:

develop these concepts:
tall - short,
big - little,
fat - thin,
like - unlike,
same - different.

Special Education
Primary Educables

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Focus on Self - K - SRA. What Could I Be - SRA. Peabody Kit. Film: 645 "People Are Different and Alike" Filmstrips: 5E45 "Different May be Nice" 5E44 "All of Us Together" Books: Different Twins, Barker Things are Alike and Different, Podendorf Mr. Tall and Mr. Small, Brenner Flat Stanley, Ungerer Big Jump and Other Stories, Elkin Big Little Davy, Lenske Big Max, Platt Big Puppy Little Puppy, Black Big Sister and Little Sister, Zotautow One in the Middle Is The Green Kangaroo, Blume	The student should... accept a person as an individual in spite of differences in ability, interests, and values. be aware that people do differ in interests, abilities, and values. realize that differences are important, and variety creates interest. be aware of the concepts tall-short, fat-thin, big-little, same-different, etc.	Checklist on interests - What I Can Do, What I can't Do. Teacher recognition of attitudinal changes among class members. Suggestions for additional evaluation procedures. Have children demonstrate understanding of comparison contrasts. Example: "Make yourself tall, make yourself small".

INTERMEDIATE SECTION

Grades 4-6

SIXTEEN CONCEPTS OF CAREER DEVELOPMENT

Concept 1 An understanding and acceptance of self is important throughout life.

Concept 2 Persons need to be recognized as having dignity and worth.

Concept 3 Occupations exist for a purpose.

Concept 4 There is a wide variety of careers which may be classified in several ways.

Concept 5 Work means different things to different people.

Concept 6 Education and work are interrelated.

Concept 7 Individuals differ in their interests, abilities, attitudes and values.

Concept 8 Occupational supply and demand has an impact on career planning.

Concept 9 Job specialization creates interdependency.

Concept 10 Environment and individual potential interact to influence career development.

Concept 11 Occupations and life styles are interrelated.

Concept 12 Individuals can learn to perform adequately in a variety of occupations.

Concept 13 Career development requires a continuous and sequential series of choices.

Concept 14 Various groups and institutions influence the nature and structure of work.

Concept 15 Individuals are responsible for their career planning.

Concept 16 Job characteristics and individuals must be flexible in a changing society.

CAREER CONCEPTS/PERSISTING LIFE SITUATIONS

A Cross Reference

Proposed activities in the intermediate section of this guide center around the first fourteen of the sixteen concepts of career development. Following is listed each of the twelve persisting life situations and the career concepts which are correlated with each within this section.

P.L.S. #1 - Learning to Communicate Ideas
Career Concept: 4.

P.L.S. #2 - Learning to Understand One's Self and to Get Along With Others
Career Concepts: 1, 2, 7.

P.L.S. #3 - Learning to Travel and Move About
Career Concept: 4.

P.L.S. #4 - Learning to Handle and Adjust to One's Social, Technological and Physical Environment
Career Concepts: 2, 8, 9.

P.L.S. #5 - Learning to Keep Healthy
Career Concept: 4.

P.L.S. #6 - Learning to Live Safely
Career Concepts: 2, 4, 5.

P.L.S. #7 - Learning to Earn a Living
Career Concepts: 3, 4, 6, 10, 13.

P.L.S. #8 - Learning Homemaking
(Not correlated with a career concept within this grade.)

P.L.S. #9 - Learning to Manage One's Money
Career Concepts: 3, 6, 8, 11, 14.

P.L.S. #10 - Learning Wise Use of Leisure Time
Career Concepts: 7, 11.

P.L.S. #11 - Learning to Appreciate and Enjoy Beauty
Career Concept: 7.

P.L.S. #12 - Learning to Be a Responsible Citizen
Career Concepts: 2, 14.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITY
Concept 1: An understanding and acceptance of self is important throughout life. P.L.S. #2: Learning to understand one's self and get along with others.	The student should... begin to understand the structure and function of physical self. Example: differences, changes, and sex. continue to develop a positive self image to enhance his value as an individual.	The student could... Social Studies and Science view charts and illustrations of anatomy and anatomical models, and discuss different parts of the body. view films about the structure and function of the human body. discuss the external body including vital organs: heart, lungs, stomach, etc.; function of joints, muscles, teeth, etc.; how joints and muscles help body movement. draw a mold with clay body components. listen to an ophthalmologist talk about the structure and care of the human eye. observe school nurse demonstrating how hearing and vision tests are given. Number Concepts: learn measurement terms. Example: weight, height, and size of wearing apparel. learn to weigh and measure other students, make personal height and weight charts. Physical Education: attempt President's Commission on Physical Fitness exercises. Discuss each, and the muscles involved. Work on exercises and later test.

TOPIC-LEARNING ACTIVITIES

The student could...

Art:

draw a model of himself/herself, then cut clothing from colored construction paper and paste on model.

Language Arts:

create a tree and find as many pictures in an old magazine as possible which show things that make him/her happy.

Health:

discuss changes in physical appearance and functions taking place. Example: acne, menstruation and other sexual changes.

discuss changes in emotions, and the way individuals react to things. Example:
What makes us mad?
Why do we like some people and not others?
Why are we sometimes mean?

construct a booklet on various body parts and their functions: a) label parts of skeleton, b) list functions of various body parts. Example: heart, lungs, eyes, ears, teeth and nose.

discuss how emotions create common problems among all people.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Charts and illustrations of anatomy. Anatomical models. Tape measure. Scale. Skeleton model from IMC. Films and Filmstrips: 922 "It's Wonderful Being a Girl" 774 "Learning About Our Bodies" 917 "Why Exercise" 5G-12 "Miracle of Nature" 3C-36 "You the Living Machine" 214 "Heart, Lungs and Circulation" Books: Your Wonderful Body,- Follett All About the Human Body, Glemser Bones, Zim Blood, Zim What's Inside of Me?, Zim Things Are Alike and Different, Podendorf Our Wonderful Eyes, Perry	The student should... know the internal parts of the body as well as the external. explain the functions of different body parts. know how to weigh and measure each other. understand changes in physical appearance and functions taking place. understand correlation of physical changes and behavior with age.	Teacher observation and testing. Student should be able to label basic parts of the skeleton. Examples: a. skull b. spine c. pelvis. Performance on President's Physical Fitness Exercises. Student should understand the function of various body organs. Examples: a. heart b. lungs c. ears d. eyes e. teeth f. nose.

CONCEPT	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 2: Persons need to be recognized as having dignity and worth. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #6: Learning to live safely. P.L.S. #12: Learning to be a responsible citizen.	The student should... develop an understanding of the importance of the role the student plays: at home, at school, in the community, and as a member of society. develop an awareness of the purpose for living and learning. appreciate the manner in which work may provide the opportunity for an individual to enhance personal dignity and worth. discover that people bring dignity and worth to their jobs.	The student could... Social Studies: discuss with classmates individual roles in the home, the school, the community, and society. Discuss their duties, privileges, and activities. discuss how responsibilities increase with age. discuss privileges involved in classroom duties. discuss rewards of a job well done. draw pictures of the before and after of various jobs done. construct a bulletin board on necessary manners in different situations. make application for a bike license. participate in clean-up activities around school and in the community. take part in a field trip to various community centers. Examples: a. police station b. fire station c. post office d. newspaper. set up model community to learn components included in a community. be shown how to travel to different locations in the community.

TOPIC-LEARNING ACTIVITIES

The student could...

Number Concepts:

consider spending an allowance wisely, the value of money, and basic budgeting.

actually purchase items at a store, and bring correct change to the teacher.

Language Arts:

write safety rules for:
a. bikes
b. avoiding fires in the home
c. Halloween, Christmas, and other holidays.

role play jobs of various community helpers.

pantomime a special activity he/she can do well. After each pantomime, class guesses activity and all talk about it.

tell about his/her special job, such as care of pets, household jobs, and running errands.

Art:

create posters depicting safety rules.

make litter bags for family car.

Music:

divide children into groups. Each group sings a song. Teacher has the opportunity to offer praise freely.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading:

write experience stories and illustrate about the community centers visited on field trips. Compile individual booklets into one book entitled, "The Community I Live In".

construct a chart named "Signs for Safety". Examples: exit, men working, hospital zone, and quiet.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION
Pictures of people involved in various jobs. Related films and filmstrips from I.M.C.. 232 "Appreciating Our Parents" TA-849 "Responsibility At Home" TA-51 "A Lost Friend Can Never Be Replaced" "Living With Brothers and Sisters" TA-854 "Connie Babysits" Books: What Happens When You Put Money in the Bank?, Shay What Can Money Do?, Barr Know About Money, Geogiardy That's What Friends Are For, Heide Field trips to community centers plus the people who staff these centers. DLM functional safety word cards.	The student should... know his/her role in life and where he/she fits. be aware of individual duties, privileges and activities. know the importance and value of a job well done. develop an understanding of the importance of money. be familiar with the community. develop a respect for all types of work. assume greater responsibility for personal actions. develop pride in a job well done. have greater respect for others. recognize the worth of other occupations.	Teacher observation of student attitude and behavior. Children should be able to show location of community centers by illustrating on black board. Some student evaluation of their own work. Child should be able to recall and write several of the safety signs.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 3: Occupations exist for a purpose. P.L.S. #7 Learning to earn a living. P.L.S. #9: Learning to manage money.	The student should... recognize that occupations exist to help meet our personal physical and social needs. understand that there is a need for his/her services and that work can help to develop life to the fullest.	The student could... Social Studies: trace the beginning of a product from source to ultimate disposition. Example: leather-shoes rubber-tires. build a people pyramid of those who handle a product Example: farmer, truck driver, grocer, stocker, check-out clerk. survey local part-time jobs available, i.e., news carrier, baby-sitter, etc. list different things people need and want out of life and how a job can help to satisfy these needs. Example: food, housing, clothes, recreation. Language Arts: role play part-time jobs. describe means of transportation people use to go to and from work. write descriptive paragraphs about different jobs and illustrate. Music: sing songs about different types of work. Example: "I've Been Working On The Railroad", etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading:

read and report on different types of jobs from the Finney Series, Finding Your Job, or other work series.

use yellow pages for names, and number for concerns of different types of employment.

make a classroom directory or scrapbook containing pictures and job information.

Number Concepts:

discuss the word "wage" and compare wages with types of jobs.

examine and work with sales slips and receipts.

discuss whether he/she receives an allowance and how allowances may be spent.

use arithmetic processes to compute money problems.

do some comparative pricing, on items of interest.

Art:

illustrate a job he/she would like to have as an adult.

make banks in which to save money.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Tape recorder. Wage scales from local employers. Sales slips and receipts. Telephone books. Newspapers. Films and Filmstrips: Centron - "Living In The City" - Distribution Centron - "Living in the City" - Services 3g-25 "Wear Clothes From" 3G-35 "The Shoemaker" 4G-3 "Story of Leather" 4G-4 "Story of Rubber" Books: Food From Farm to Home, Buehr Baby Sitter's Guide, Moore Finding Your Job, Finney	The student should... have a greater awareness of interdependence of occupations. have an awareness of the many jobs created by one product used to meet the needs of people. begin to understand the importance of a job and begin to consider his future. become aware of the meaning of the word "wage" and its implications. become more proficient in solving money problems.	Teacher observation of discussion. Child should be able to name needs, both physical and social (food, clothing, housing, and recreation). Each child should be aware of a variety of occupations and be able to list such occupations orally and written. Correct solution to money problems.

CONCEPT	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #5: Learning to Keep Healthy P.L.S. #6: Learning to Live Safely	The student should... become aware that with his/her abilities he/she can fulfill necessary services in a variety of fields. recognize that there is a wide and increasing variety of occupations. A. Community Helpers - garbage collectors, workers from Parks and Recreation, workers in the Y.M.C.A., workers in the newspaper offices.	The student could... A. Community Helpers - Social Studies: collect pictures of a variety of occupations. List skills necessary for each occupation. display pictures of community helpers. Discuss ways in which these community helpers assist us. discuss indoor and outdoor and seasonal jobs. view films, filmstrips, and read related stories about these community helpers. take a field trip to the fire station. compose thank you notes to guest speakers. Science: study a unit on weather - different seasonal jobs, and behavior during specific weather conditions. Examples: tornadoes, lightning storms, snow storms, etc. make wind vanes, kites, to study the effects of wind. make a rain gauge to measure rainfall. Numbers: put up calendar and study days of the week and months of the year, along with daily weather reports. Read the thermometer.

TOPIC-LEARNING ACTIVITIES

The student could...

Safety:

view pictures of dangerous situations and how they could be avoided.

have a fire fighter talk to the class about fire prevention.

make a simple fire prevention check list to take home and fill out.

view a film on fire prevention.

participate in fire and tornado drills.

have school patrol officer talk to the class about his/her job.

Reading:

write story on police officer, fire fighter, and weather forecaster.

after field trip, write experience story.

take cassette recorder and poloroid camera on field trip. After the trip, arrange pictures in proper sequence and associate sounds on tape with the pictures.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURE
Old magazines and newspapers. Avid Corp.- Employment opportunities. A radio, television, tape recorder, poloroid camera. Peabody Kit - Level II Bell Telephone Company material. Beginning Sextant Series about jobs. <u>Filmstrips</u>: FP117A "Keeping The City Clean & Beautiful" <u>Films</u>: 2F7 "Street Maintenance Crew" 2F8 "Sanitation Crew" 3G21 "Our Parks & Playgrounds"	The student should... be aware of a wide variety of different types of occupations. be aware that jobs can be classified in many ways. realize that an individual can perform jobs in a wide variety of settings. know the different types of weather and how to behave under different weather conditions. be familiar with the thermometer and how it works.	Teacher evaluation. The student should... be able to identify different types of weather and tell how various types affect us. be able to name various community helpers, and tell how they help us. be able to list orally and written many jobs, and the setting for these jobs.

CONCEPT	OBJECTIVE	TOPIC-LEARNING ACTIVITIES
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #1: Learning to communicate ideas. P.L.S. #7: Learning to earn a living.	The student should... be aware of a variety of different occupations that exist within the community. B. Communications - Mail carriers, News reporters, Television reporters, Telephone workers. C. Food Jobs - Farmer, dairy worker, store and restaurant employees, grocery store workers.	The student could... B. Communications Jobs and C. Food Jobs Social Studies: display pictures of the mail carrier, news reporter, telephone company employee, radio and television industry employee. Discuss their jobs and how they help us. display pictures of farmers, dairy workers, grocery store and restaurant employees. List different types of jobs involved. discuss what type of work the farmer does, what type of crop is grown. take a field trip to a dairy farm, grocery store, or grocery wholesale building. Follow up trip to dairy farm with a trip to dairy store. Language Arts: use telephone company materials. listen to and watch a variety of radio and television programs. tour the television and radio stations. write experience stories of tours taken. construct a cardboard television.

TOPIC-LEARNING ACTIVITIES

The student could...

Self-Help Skills:

learn how to use the telephone.

learn to contact police or fire station in case of an emergency.

learn rules of telephone courtesy.

practice ordering from a menu and eating out.

go out to a local restaurant and order from the menu.

Health:

display on bulletin board a picture of a cow, pig, lamb, and a chicken. Use magazines in finding the pictures of foods to go with each of the animals. Example: milk, butter, ice cream, eggs, bacon, ham, beef, etc.

Science:

plant seeds and watch them grow.

view a film showing preparations for milking, actual milking, and the various processes milk goes through to reach the consumer.

mount on tagboard and label a variety of different types of seeds.

discuss why foods are stored in different places. Example: meat, dairy products, fruits.

TOPIC-LEARNING ACTIVITIES

The student could...

Numbers:

compute food prices.

choose items from menus and compute cost.

actually measure pints, quarts, gallons, pounds, etc.

Art:

fill clear glass jars with layers of colored seeds.

Reading:

learn to read items on a menu.

read stories on farm animals.

compose a class story.

Homemaking:

make vegetable soup and butter.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Menus. Peabody Kit. Singer Picture Study Charts. Radio. Television. Bell Telephone Company Materials. Seeds. Filmstrips & Records: "Working in Hospitals" "Jobs for Young Men" "Working With Cars" "Working With People" "Clerical & Stock Workers" "Working in Laundry and Dry Cleaning Plants" FP112A "The Dairy Helpers" FP113A "Supermarket Helpers" Films: 902 "The Dairy Farm" 127 "Our Post Office"	The student should... understand that there are many different kinds of jobs. understand that there are different types of jobs within a particular area. begin to understand how the postal system works. observe how different plants grow from seeds. understand that plants need water and sun to grow. begin to understand how to order from a menu and compute prices. begin to understand the wide variety of uses for television and radio. learn how to use the telephone properly.	Have children associate both orally and written the products with farm animals. Children can illustrate and report on various television and radio programs. Children can begin to become selective with the television and radio programs Children can demonstrate correct use of the telephone. Children can demonstrate the correct computation of problems involving menus. Children can demonstrate accurate knowledge of certain measurements.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #3: Learning to travel and move about. P.L.S. #6: Learning to live safely.	The student should... be aware of a variety of different occupations that exist within the community. Examples: D. Transportation - Train conductor, airplane pilot, bus driver, truck driver, taxi cab driver. E. Construction - Plumber, electrician, construction worker.	The student could... D. Transportation Social Studies: display pictures of all different types of transportation. Match men and women with different types of transportation jobs. Example: truck - mechanics gas station attendant train - railroad crews drivers & engineers airplane pilot - ticket sellers baggage attendants bus driver - information, etc. view films and filmstrips on transportation. take field trip to airport. Watch planes come in and take off. Tour air terminal. illustrate and report on different methods of travel. build model road system, complete with model trucks, cars, etc. Reading: read stories of transportation long ago, working up to modern transportation. Numbers: discuss purchasing of tokens and take a bus ride. discuss time schedules; stress the importance of being on time.

TOPIC-LEARNING ACTIVITIES

The student could...

Self-Help Skills:

begin to learn how to use different forms of city transportation, such as bus and taxi.

E. Housing

Social Studies:

display pictures of construction workers, plumbers, and electricians and what they do.

take a field trip to a construction site and observe construction methods.

build a bird house.

view films, filmstrips, and read stories related to these workers.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Singer Picture Study Charts - Airport Workers. Free filmstrips and slides from Wausau Homes. Films & Filmstrips: G14 "The Bus Driver" 831 "The Truck Driver" 2F6 "The Service Station Attendant" Books: I Want to Be a Truck Driver, Greene I Want to Be a Space Pilot, Greene At the Airport, Colonius If I Drove a Truck, Young Truck Drivers, Greene I Want to be a Carpenter, Greene True Book of Tools for Building, Leavitt Wings and Wheels, Chapin	The student should... be aware of a variety of different types of transportation and related jobs. become familiar with different forms of city transportation and how to use them. be aware of the many components which to into building a home.	The student should... be able to identify orally and/or written many jobs under transportation and construction, plus job related activities. be able to use different forms of city transportation. list orally as many forms of transportation as possible. report on a different aspect of building a home.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 5: Work means different things to different people. P.L.S. #6: Learning to live safely.	The student should... become aware of different meanings work may have for individuals. understand that people work for a variety of reasons. recognize that each person has an obligation to make a contribution to the community.	The student could... Social Studies: discuss reasons why students try to do a good job in school, i.e., praise, good grades, to learn, to go on to a higher grade (junior high). discuss similarities between why people work and why students try to do good in school, i.e., praise, recognition; good grades, good salary; to learn, to earn; to pass, advancement. discuss reasons why people work. discuss ways people spend their wages. make a list of leisure time activities. show films or filmstrips related to types of work and why people work. Language Arts: develop a class story concerning meanings of work to different people. count the number of occupations observed during the day. view filmstrips and films on various types of interesting jobs.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies:

set up a hobby display to show that a hobby may involve a considerable amount of work, but is still enjoyable.

display pictures and discuss how certain occupations may be work to some people and fun to others. Examples: golfing, flying, bowling.

develop a list of things that he/she consider work and recreation.

Art:

introduce various types of hobbies.

listen to people from the community talk on their hobbies.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Wage scales from local employers. Recreation brochures. Resource people - stamp collector, rock collector, coin collector, etc. Film: 804 "Going to School Is Your Job" Books: Here is Your Hobby: Stamp collecting, Cetire Here is Your Hobby: Outboard Motoring, Holcomb Coins Have Tales to Tell, Browin How Do I Feel?, Simon Who Am I?, Stadler People and Their Needs, Laidlow Study Prints 17, 19, 5. Resource people - stamp collector rock collector coin collector	The student should... realize that work has specific rewards, i.e., physical, social, and economical. begin to appreciate the different concepts of work and leisure. begin to understand that there are jobs we like and jobs we don't like. begin to compare the benefits and the disadvantages of different occupations. begin to develop an awareness that people are responsible in determining their roles in the world of work.	Teacher observation. Children should be able to give reports on things they like and dislike. Children should be able to list occupations and hobbies. Have a Hobby Show where children display work they have done as a hobby. Have children report to class on ways they would like to spend their summer vacation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 6: Education and work are interrelated. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage money.	The student should... become aware of essential habits, attitudes, and skills necessary to be good workers. become aware that the more we learn the better we are able to function in our environment.	The student could... Social Studies: list reasons why it is better to come to school than to stay home. use personal growth and development charts, and try to recognize what things have been learned since infancy. Discuss reasons how individuals learned to do things they can do today. take home questionnaires on self-skills and have parents aid in filling them out. a. first sat up_____ b. learned to walk_____ c. could feed himself/herself, etc._____ discuss why we like and dislike students. discuss the importance of a good personality. discuss each of the following character traits and their importance in relation to future employment: punctuality, honesty, self-control, loyalty, courtesy, dependability, respectfulness, and cooperation. read Snow White and the Seven Dwarfs. Discuss the names and traits of the seven dwarfs. listen to parents and other resource people tell about the training and preparation required for their occupation. match occupations with occupational activities and preparation.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies: continued

view filmstrip on home construction.

identify workers and the training required for each. Have the children talk about different occupations the children are interested in and the amount of education needed for each.

invite students who have jobs as news carriers or baby-sitters to talk about their job responsibilities.

Health:

discuss the importance of personal grooming in finding a job.

view poster display on proper and improper grooming.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Child growth and development charts. Grooming charts. Books: Snow White and the Seven Dwarfs Growing Story, Krauss How Things Grow, Zim Films and Filmstrips: FSR-24 "Learning to Live Together" (Part 1) FSR-25 "Learning to Live Together" (Part 2) FSR-30 "Developing Basic Values" 786 "Holiday From Rules" 4B19 "Men Who Build Houses" 804 "Going to School Is Your Job"	The student should... realize the importance of attending school. be aware of changes in growth and development. know the relationship between learning and doing. be aware of the relationship between personality, character, personal appearance, and employability. be aware of the importance of good grooming.	Checklists. Teacher observation. Students should list character traits that society accepts as important. Students should illustrate good grooming practices for their classmates. Report on different occupations and their necessary preparation. Class discussion on why we like some people and dislike others.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 7: Individuals differ in their interests, abilities, attitudes and values. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #10: Learning the wise use of leisure time. P.L.S. #11: Learning to appreciate, create, and enjoy beauty.	The student should... recognize a difference in the abilities and interests of individuals within the family and peer groups. begin to differentiate himself/herself from others by describing how he/she differs and resembles others.	The student could... use the dictionary for the meaning of words in concept. Examples: interests, abilities, attitudes and values. make a list of personal characteristics. divide list according to characteristics that can be changed and those that cannot. discuss things to do to aid self-improvement. write a descriptive paragraph of a classmate. Omit names and have others guess identity. help prepare a class sociogram make out an interest check list. Compare interest of different students in the class. make individual personality charts. Health: learn individual exercises to strengthen weaknesses. obtain diet sheets and practice habits of good nutrition. describe someone when well rested and when very tired, physically and emotionally. Art: make a mural showing the different abilities and interests.

TOPIC-LEARNING ACTIVITIES

The student could...

Language Arts:

demonstrate one thing that he/she does well.

list different activities in which he/she is interested and invite resource people in to talk about these different sports, hobbies, games, and music.

Reading:

read stories about people with different values, and stories about people with different abilities and interests.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Resource people. Dictionary. Interest inventories. Exercise charts and records. Nutrition and diet sheets. Focus on Self - Level 1 and 2, SRA. Films and Filmstrips: 645 "People Are Alike and Different" 5E-45 "Different May Be Nice" 5B-28 "How Do You Rate At Home" 5B-29 "How Do You Rate With Your Friends?" 5B-30 "How Do You Rate at School?" 3H-38 "Quarrel, Quarrel" 3H-39 "Freddy Becomes Friendly" FST-54 "Our Feelings" Books: Things are Alike and Different, Podendorf Physical Fitness From Birth to Six Years, Prudence	The student should... become aware of personal interests, abilities, attitudes and values. recognize any need for change in attitudes or in values. become aware of practices of good nutrition and rest. become aware of how he/she is judged by peers. become aware of personal characteristics and methods of self-improvement. realize that differences are important and variety creates interest.	Checklist - What Can I Do? Teacher observation. Participate in a variety of activities. Examples: team games, art, music, reading, etc. Have student evaluate their own work - very good, pretty good, could be better.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 8: Occupational supply and demand has an impact on career planning. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #9: Learning to manage one's money.	The student should... understand that economic factors influence supply and demand and that fluctuating demands will affect occupational change.	The student could... recognize the fact that people who use things are consumers. find examples of when students are consumers. Example: bicycles, toothpaste, toys, books, etc. present a producer as a person who does useful work. Make a list of producers. Discuss when students are producers. Example: building a dog house, baking cookies, picking apples. discuss producers of goods and producers of services. show pictures of different occupations and determine type of producer in each. show pictures of different articles and discuss which ones families can live without. discuss difference between a necessity and a luxury. check where products come from, i.e., clothes, pins, bike tires, candy bars, etc. look at stores which are empty in the community and find out what these stores sold and why they went out of business. Plan what business could fill this space.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies:

give reasons why he/she might be disqualified for certain jobs.

discuss what would happen if there was no longer a demand for certain products. Example: tires - a. unemployment, and b. empty buildings.

Numbers:

compute how he/she would spend a dollar allowance, and how he/she would spend an allowance if increased another dollar.

Language Arts:

report on jobs that no longer exist, and why they no longer exist.

listen to open ended stories to re-enforce the idea that consumer buying affects the number of people employed.

Art:

draw pictures of jobs that may exist at some future time.

Music:

sing songs about jobs that existed in the past. Example: The Erie Canal, steamboat songs, cowboy songs.

Reading:

read story of "Red Rooster". The story tells about how various animals lost their jobs because they were replaced by machines:

rooster - clock
hen - incubator
horse - tractor, etc.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Pictures of consumer and producers. Pictures of articles, necessities and luxuries. Our Working World Series SRA Films and Filmstrips: "People Who Work in Stores" 916 "Money in the Bank and Out" 5B-36 "Ellen Earns a Bicycle" 5B-41 "The Boys Build a Business" Books: How People Earn and Use Money, Benefic Press About a Bicycle for Linda, Baker Why I Built the Boogle House, Palmer What People Do, Childcraft What Can Money Do, Barr	The student should... define what a consumer and a producer are. be aware that all people are both producers and consumers. recognize that some articles are necessities and others are luxuries. become aware that greater buying power increases demand. understand that when demand decreases, so does employment. understand that some jobs no longer exist because of changing demands, and new jobs will develop.	Listing of ways which students are consumers and producers. Teacher observation. Have children demonstrate ability to compute problems involving allowances. Have children classify articles under headings of luxuries and necessities. Have children write a simple story on what happens when a product is no longer needed.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 9: Job specialization creates interdependency. P.L.S. #4: Learning to handle and adjust to one's social, technological and physical environment.	The student should... understand the need for cooperation between workers. discover that division of labor helps get jobs done better.	The student could... trace different products from origin to final disposition. Discuss the number and importance of each person involved in producing the final product. discuss what would happen if one worker didn't do his/her share. work on group projects and discuss why it is important that everyone do their best. participate in group games which stress the importance of cooperation and sportsmanship. Language Arts: enact a familiar activity such as shopping in a store. Have other class members enact related occupations. Examples: stock persons, clerks, managers, etc. make a list of people we need Homemaking: make cookies, with each child doing a different part. Music: learn that different instruments produce different sounds. Art: draw pictures of people doing the wrong kind of work. Ex.: the student teaching and the teachers as students, or the cook as principal and the principal doing the cooking.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies:

given several job titles and/or pictures illustrating jobs, list ways in which jobs are interdependent.

using occupations cards, group and arrange cards showing jobs necessary for different products. Example: clothing and products.

discover that people who are out of work are often helped by other people. Listen to representatives of local charities and the employment office talk about assistance to unemployed.

role play the confusion that would result when labor in the home is not divided. Example: everyone tries to cook and wash dishes at the same time.

divide into two groups. One group fills boxes in assembly line manner, and the other group fills boxes as individuals. See which works best.

visit various work situations, and watch ways in which workers help one another.

take a field trip to a factory and watch assembly line in operation. Show how workers are needed and help others.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies: (continued)

divide classroom duties. Discuss what would happen if one child neglects his/her duty, or if everyone watered plants or got milk, washed boards, etc.

Science:

study how different animals divide work. Example: bees.

Reading:

read stories about people we need.

Health:

talk about what it would be like if we didn't have doctors, dentists, nurses, etc.

list articles needed to keep us healthy, and the related jobs. Example: medicine - scientists; drug companies - druggists.

talk about how our health is dependent upon other people - the grocer must store food correctly, the farmer must feed his stock so the stock remains healthy.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Product charts. Peabody Kit - Occupational Cards. Films: "People Who Work in Factories" 537 "Jackie Joins the Team" 5E-50 "Billy the Bully" "Where Does Our Food Come From?" Records: happy instruments Rusty in Orchestraville Peter and the Wolf Books: Mr. Doodlepunk Trades Work, Dodsworth Swimming Hole, Beim Shorty Makes First Team, Jackson Becky's Birthday, Tudor Our Working World, L.R.A. Come to Work With Us - series - Wilkinson Here Comes the Bees, Goudy	The student should... become more aware of the need for getting along with one another. understand that everyone does not do all the work, but each person undertakes a certain job (division of labor). become aware of how he/she is dependent upon others to complete various tasks. understand that everyone should do the job he/she is best suited for. realize how important it is that everyone does his/her share.	Teacher observation. Have children solve situation problems. Example: who should change baby's messy diapers; who can best repair the television antenna? Have students report on different jobs done in the home, by various members of the family. Have children list jobs done by school staff members to show how they assist in helping the school run properly.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 10: Environment and individual potential interact to influence career development. P.L.S. #7: Learning to Earn a Living.	The student should... be aware of types of jobs available in the Eau Claire area, and the necessary qualifications for the different jobs. discover that the incomes people receive for working differ because: a. jobs that require more education pay more. b. workers who work part of the year (seasonal workers) make money only when working. understand that every job, even if it pays little, involves useful work.	The student could... examine parents' jobs and consider the qualifications necessary. read want ads to discover what kind of jobs are available. Examine job qualifications. tell class what kind of job he/she would like to have and then discuss qualifications. Social Studies: list jobs he/she can learn as preparation for vocational training. investigate which school workers need or would be willing to have student helpers. Example: custodian, cafeteria helpers, or teachers. discuss with classmates various working conditions. a. lighting b. temperature c. odor. talk about how these affect work. show pictures of various clothing and safety gear which different working conditions require. participate in class discussion on how school activities help prepare students for jobs.

TOPIC-LEARNING ACTIVITIES

The student could...

collect pictures of regions and communities showing different kinds of job opportunities in different areas. Example: small towns, resort areas, port cities, or transportation centers. (Teacher shows pictures to class - discussion follows concerning what kind of jobs fathers/mothers might find in these places.)

Language Arts:

play a game of charades. Members of the class act out certain occupations and discuss qualifications of these occupations.

play games and identify many different occupations in alphabetical order.

make an experience chart listing his/her school subjects, hobbies, and other activities which will add to personal employability.

discuss the fact that there are many jobs that are useful, even though they pay low. Examples: garbage collectors.

Reading:

read stories of seasonal types of work (winter or summer jobs).

read book, Read to Me About Charlie, and discuss how hard Charlie had to work to earn money to buy a puppy.

TOPIC-LEARNING ACTIVITIES

The student could...

Numbers:

compute problems of hourly wage for different jobs.

discuss value of different work done by students. Example: shoveling sidewalks, mowing lawns, and raking leaves, doing the dishes, baby sitting.

Art:

draw pictures of various seasonal jobs.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Magazines. Newspaper. Employment service brochures. Books: Jobs in the City, Centron Women at Work, Centron I Want to Be A - series, Baker Guess Who?, Ball Shoeshine Boy, Beim Small Trot, Francoise Serina and the Cooky Lady, Klem Who Am I?, Fabry Come to Work With Us, book, kits, and Sextant series.	The student should... know the types of jobs held by family members and the necessary qualifications required for these jobs. know about the types of jobs available in the immediate area. become aware of the fact that different occupations require different qualifications. discover that some jobs change with the seasons. be aware that different regions produce different job opportunities. be aware of various working conditions which make some jobs more appealing than others.	Teacher observation. Have children list jobs according to winter and summer jobs. Have students report on qualifications for different jobs. When shown pictures of different regions, have students list jobs available in these areas. Demonstrate proficiency in solving problems involving hourly wage.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 11: Occupations and life styles are interrelated. P.L.S. #10: Learning wise use of leisure time. P.L.S. #9: Learning to manage one's money.	The student should... understand that an individual's occupation can influence a personal life style. discover that people can choose to use their free time to do more work, or to play or pursue hobbies.	The student could... discuss number of hours used every day and/or week for work, sleep, and leisure. list types of leisure time activities at home, school, and in the community. A. At Home: Group Activities Fishing Family barbeque and picnic Holiday activities Individual Activities Bicycles Watching television Craft projects Pets B. At School: Group Activities Out-of-doors seasonal games Individual Activities Puzzles Gym activities Art projects Music activities C. In the Community: Playgrounds Swimming pools or beach Campgrounds Ice skating Scouting Theater display pictures of different types of recreational facilities or activities. Numbers: compute cost of different leisure time activities. Example: movie tickets, cost of different games and toys, scout dues, etc. examine newspaper ads for prices of recreational equipment. Examples: swing sets, footballs, etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies:

list ways in which families spend their free time.

invite persons to introduce various ways in which students can use free time:
a. librarians - books
b. art teachers - crafts
c. music teacher - instruments
d. Boy Scout and Girl Scout leaders - nature studies.

discuss how to make a collection, and the various types of collections.

plan a class outing, camping trip, trip to a zoo, etc. Consider the cost of the trip, type of equipment necessary, time involved, forms of transportation, behavior and/or safety.

tell stories about their father's/mother's free time work.

discuss the proverb, "A penny saved is a penny earned", and that a family doing things for themselves saves money.

Reading:

tell a personally favorite story to develop the idea that reading is an excellent hobby.

discuss the story, "Daddy Can Fix It". Discuss how money was saved by having father/mother fix things.

TOPIC LEARNING ACTIVITIES

The student could...

Art:

make puppets and tell stories about what particular puppets like to do in their free time.

draw pictures of fathers/ mothers doing useful work. Display pictures under the heading, "Our Fathers/ Mothers do Useful Work in Their Free Time".

make a display of drawings which show interesting things to do in leisure time.

assemble a display of things made in free time. Example: doll clothes, paintings, bird houses, etc.

Language Arts:

bring dolls or stones, shells, butterflies, and talk about them.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Pictures of different leisure time activities. Recreation brochures. Catalogs. Newspapers. Films: G26 "Here Comes the Circus" A19 "Tommy Takes a Trip" 2C1 "Let's Have a Party" 5C27 "Yellowstone" 5E20 "Okefenskee Swamp, Georgia" 5E18 "Everglades, Florida" 5E19 "Great Smoky Mts." 846 "Circus Day In Our Town" Books: Creative Stitchery, Miller Make it and Use it, Carlson Fun Time Paper Folding, Massoglia Clay, Wood and Wire, Weiss Let's Make Presents, Hautzig 101 Things to Make for Fun and Money, Peake Building with Cardboard, Lindstone Country Garage, Beim Jays Big Job, The Day Daddy Stayed Home, Kessler	The student should... become aware of the number of hours spent each day/week on sleep, work, and leisure. list appropriate leisure time activities at home, at school, and in the community. realize the cost involved in many recreational activities. become aware of the kinds of work people do at home and that the choice between work and leisure depends on individual preference. become aware that by producing goods and services at home, members of the family give up time which might have been used to do other work or hobbies.	Teacher observation. Have children give book report on favorite story they read as a leisure activity. Have children list ways of spending leisure time under headings of work or play. Demonstrate proficiency in computing cost of different leisure time activities. Children display collections they have been working on.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 13: Career development requires a continuous and sequential series of choices. P.L.S. #7: Learning to earn a living.	The student should... be aware that career development is a lifelong process which unfolds from the interplay of personal past experiences.	The student could... list and describe three different careers of interest. Discuss how there are many occupations that an individual could enjoy. discuss occupations considered attractive at a younger age. Discuss how and why career choices have changed. trace individual development to present skills and discuss what effect the lack of skill development would have on occupational choice. Example: walking, talking, hearing, etc. Language Arts: at beginning of unit, prepare a list of three articles he/she would most like to have. As a culminating activity, prepare another list. Compare the two lists to see how choices change. act out certain occupations and classmates can guess what it is. Numbers: make lists of items he/she would like to purchase. Compute prices of these items, and make choices to correspond with allowances. Art: illustrate three jobs he/she would like to have as an adult.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies:

show how needs and wants change with development.
Example:
baby - bottle, rattle
boy - bike, candy
man - car, power tools

select one job he/she would like and discuss advantages and disadvantages of certain jobs:
fire fighter - danger, intense heat, etc.

match skills with various occupations and show how to acquire these skills.

check want ads to see what qualifications are necessary for different jobs.

discuss the many reasons we may choose a job:
a. the job is steady
b. the job pays well
c. satisfying work
d. the job requires his special talent.

invite parents who have an especially interesting occupation to tell why they chose it.

Music:

sing songs the child liked when he/she was a little child and songs he/she likes now.

Reading:

make up a booklet entitled, "People at Work". Collect pictures from magazines. Write a short story on why people chose certain jobs.

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Child growth and development charts. Newspaper. Resource people. Peabody Kit - Level 2 Films: 780 "Helpful Little Fireman" 3H33 "Janet Helps Mother" "Three Wishes" Books: The Other Side of the World What to Be?, Powell and Yokubinas Come to Work With Us, Series The Gift of Hawaii, Bannon Nine Days to Christmas, Hall Mike the Milkman, Barr Dan the Weatherman " Ben's Busy Service Station " Mr. Mailman " Is It Hard, Is It Easy, Greene	The student should... realize school is a part of the preparation for a career. recognize that past experiences affect career development. be aware that many factors influence career development. become aware that our choices constantly change. become aware of the skills related to certain occupations. discover that there are many different jobs he/she can choose.	Student oral reports on three different careers. Teacher observation. Have a worksheet where students match certain skills with various occupations. Other teacher suggested methods of evaluation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 14: Various groups and institutions influence the nature and structure of work. P.L.S. #9: Learning to manage one's money. P.L.S. #12: Learning to be a responsible citizen.	The student should... begin to understand that conditions created by organized groups and institutions influence the world of work.	The student could... discuss how the shortage of a skilled or professional worker influences lives and life styles. discuss the word "strike" and its meaning. Discuss what happens during strikes or lay offs. discuss what it means to be "unemployed" and its effect on a family. Social Studies: solve situation type problems to show how, in many cases, a group can protect the interest of the individual better than he/she can alone. discuss when people need help, e.g., fire, flood, explosions, tornadoes, war, illness, accidents, death of relatives, and orphans. listen to community resource people discuss how they help people in need. a. Salvation Army (bell ringers at Christmas) b. Red Cross representative c. Welfare agent d. U.N.I.C.E.F. worker e. City health bureau employee f. Goodwill representative list types of things that can be done to help people in need. a. discuss value of helping one another. b. make Christmas cards and valentines for hospital patients.

TOPIC-LEARNING ACTIVITIES

The student could...

Social Studies: (continued)

discuss how laws affect work.
a. minimum age - 16
b. work permits
c. social security cards
d. hours allowed to work
e. minimum wage
f. unemployment benefits
g. unions.

Reading:

read stories about groups which affect the world of work.

Language Arts:

using telephone directory, compile a list of social, public and private agencies which help families in need and those which help people find jobs.

Numbers:

compute problems concerning hourly, minimum wages, unemployment benefits, union dues.

Art:

draw pictures of the city without services provided by local government.
a. streets without traffic lights or police officers
b. streets without cleaning
c. no fire fighters
d. children without schools
e. criminals without fear of police
f. streets at night without lights.

follow up discussion on how we need taxes to pay for the things listed above. Then display pictures under heading, "A City Without Help".

Special Education
Intermediate Educable

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Newspaper articles. Telephone directory. Resource people. Brochures from community groups explaining their organization. Filmstrip: C-44 "Why We Pay Taxes" Film: "A Community Keeps Clean" "Our Working World: Market Place of Goods and Services", SRA "What Our Town Does For Us" Books: The First Book of Local Government, Eichner About People Who Run Your City, Newman	The student should... be aware of the shortage of people in some professions and its influence on their lives. know the meaning of the word "strike" and its effect. know what it means to be unemployed and the importance of a steady job. become aware of goods and services produced by government and paid for by taxes. be aware of the forces of nature which place people in a condition of need. become aware of the influence local government has on our everyday life. be aware of community organizations which help people in need.	Teacher observation. Have children list many community organizations which help people in time of need. Compute problems accurately concerning hourly wage, union dues, etc. Write a simple story telling how government helps people. Other teacher-suggested methods of evaluation.